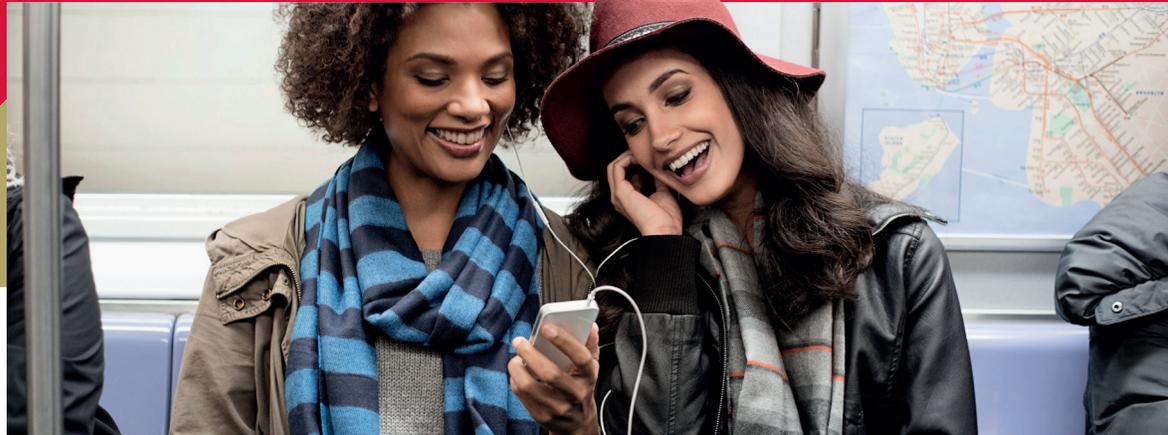


# 5 Share and share alike



## 1 Work in pairs. Discuss the questions.

- 1 Which of the things below do people sometimes share with others?
- 2 Which do people never share?
- 3 Which things have you shared with others?

clothes food homes skills wifi vehicles

## 2 Read the article and answer the questions.

- 1 Which examples of sharing from Activity 1 does it mention?
- 2 What is the sharing economy?
- 3 What has made it popular today? Why?

### The growth of the sharing economy

*The sharing economy* describes the system where people share resources. People can rent or borrow other people's items rather than buy their own. The rise of the sharing economy is the result of the internet. These days it's easy for individuals to advertise items they're happy to share and for people who want to borrow or rent things to find them. There are websites and apps that allow people to rent out spare rooms in their home or office, rent out cars, bikes and boats, and borrow tools and other household items. There are even websites that help people to exchange skills – someone might advertise *I can fix your computer. I need someone to look after my plants while I'm away.*

## 3 Work in pairs. Discuss the questions.

- 1 Have you or your family ever given away unwanted items? What?
- 2 Have you or your family ever shared anything for free or for money? What?
- 3 Have you ever borrowed or rented anything from another person? What and why?
- 4 What do you think are the advantages and disadvantages of the sharing economy?

## Verbs related to clothes

1 Work in pairs. Have you ever borrowed or lent clothes? Why/Why not?

2 29 You will hear a conversation between Jack and his sister Lara. Listen and answer the questions.

- 1 Where did Lara get her dress from?
- 2 Why did she get it from there?
- 3 Where do you think Jack and Lara are going?

3 Match 1–6 to A–F to form sentences. Listen again to check.

- 1 Lara **tried** a lot of dresses
  - 2 Not all the dresses in the shops
  - 3 When Lara **put** the rental dress
  - 4 Jack thinks Lara’s bag
  - 5 Jack has **ironed**
  - 6 Jack says he might **take**
- A his shirt for a change.  
 B **fit** Lara.  
 C his tie **off** during the evening.  
 D **on**, she liked it immediately.  
 E **goes with** her shoes.  
 F **on** but none were suitable.

4 Work in pairs. Would you ever use a website like the one Lara used? Why/Why not?

5 Complete the questions with the words in bold in Activity 3.

- 1 Does it take you long to decide what clothes to ..... in the morning?
- 2 Do you try to choose shoes that ..... well ..... your clothes?
- 3 Do you ..... your cap or hat when inside?
- 4 Do you always ..... clothes ..... before you buy them?
- 5 Do you ..... your clothes after you’ve washed them?
- 6 How often do you buy clothes that don’t ..... you?

6 30 Listen and check your answers to Activity 5.

7 Work in pairs. Take turns to ask and answer the questions in Activity 5.

## Order of adjectives

8 Look at Lara’s description of a dress she liked. Complete the rule with the words in the box.

colour material ~~opinion~~ size

One was a really lovely long red silk dress. I loved it but sadly it didn’t fit me.

When we use more than one adjective to describe something, we put the adjectives in this order:

opinion .....

9 Put the adjectives in the correct order in the sentences.

- 1 I’ve bought Mike a (*green / silk / lovely*) tie.
- 2 Can I borrow a (*cotton / white*) shirt?
- 3 Look at that (*red / awful / woollen*) jumper!
- 4 I like those (*brown / unusual / leather*) trainers.
- 5 Hanna’s wearing a (*tight / yellow / horrible*) tracksuit.
- 6 I need a (*leather / black / small*) laptop bag.

10 31 Listen to the sentences in Activity 9 and mark the intonation on the adjective and noun combinations. Then, listen and repeat the sentences.

- 1 I’ve bought Mike a lovely green silk tie.

11 Work in pairs. Turn to page 135 and follow the instructions.



## Gap-fill (Part 3)

► EXAM FOCUS p. 168

### 1 Work in pairs. Discuss the questions.

- 1 Do you drive? If not, would you like to?
- 2 Which car in the photos would you prefer to drive? Why?
- 3 What can you tell about a person from the car they drive?

### EXAM TIP

Before listening, quickly read the notes and decide what type of information is missing, for example, a name, a date, a place, a noun. Look for articles, pronouns, prepositions, etc. before and after the gap to help you.

### 2 You will hear a woman talking about a rent-a-car company's website. Before you listen

- decide what kind of information is missing in each gap. What helps you?
- look for key vocabulary around the gap. How might the speaker express those ideas in different words?

### 3 Work in pairs. Compare your ideas in Activity 2.

### 4 32 For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

### 5 Work in pairs. Discuss the questions.

- 1 Did you correctly predict the type of information that was missing?
- 2 How much did this help you to concentrate and fill the gaps?

### 6 Work in pairs. Discuss the questions.

- 1 Would you like to use a service like Drivester? Why/Why not?
- 2 Would you ever rent your car to a stranger? Why/Why not?
- 3 Do you think it's a good idea for people to rent out their cars? Why/Why not?



## RENT A SPORTS CAR WITH **DRIVESTER**



### Who can rent a car?

You must be more than (1) ..... years old.

### How do you book a car?

Search by vehicle type or by travel (2) .....

### Complete a booking form online.

Pay extra if you want the owner to (3) ..... the car.

### What happens next?

On the day you rent a car, present your (4) ..... to the owner.

When you finish, just return the car.

Write an online (5) .....

### How much does it cost?

Various costs, but lower than other companies.

During the (6) ....., charges can increase.

## Comparatives and superlatives

► **GRAMMAR REFERENCE** p.143

### 1 Read a page from the Drivester website and answer the questions.

- 1 What do you think the purpose of the page is?
- 2 What are some of the benefits of using the company?

The screenshot shows a website for 'DRIVESTER' with a steering wheel logo. The main heading is 'WHY USE DRIVESTER?' and a sub-heading says 'This is what our customers say'. There are five testimonials in speech bubbles:

- 'Using Drivester was **as easy as** borrowing my mum's car. Sadly, that's not a sports car!'
- 'Knowing I didn't have to pay for expensive insurance made the experience much **less stressful**.'
- 'It was much **more convenient** and **not as expensive as** I imagined. Great for special occasions.'
- 'Renting a sports car when you need it is much **cheaper** than having your own!'
- 'Booking was **easier** than I expected. A few clicks and I got myself a sports car!'

### 2 Match the words in bold in Activity 1 to rules A–E.

Compare two or a group of things using comparatives or superlatives.

- A With one-syllable adjectives and adverbs, add *-er* and *-est*.
- B With two-syllable adjectives ending in *-y*, replace the *-y* with *-ier* and *-iest*.
- C With longer adjectives and adverbs, use *more* and *most* or *less* and *least*.

Other comparative forms

- D Use *as + adjective + as* to mean *to the same degree*.
- E Use *not as + adjective + as* to mean *a smaller amount*.

### LANGUAGE TIP

Use words like *much* or *a little* before a comparative adjective or adverb to say there's a big or small difference.

*That car's much more expensive.*

*This one's a little cheaper.*

### 3 Complete the sentences with the correct comparative or superlative form the word in brackets.

- 1 For some people, a car's design is the ..... (important) thing.
- 2 For me, driving is much ..... (enjoyable) than being a passenger.
- 3 Cycling is ..... (healthy) than other forms of transport.
- 4 Electric cars are ..... (quiet) of all.
- 5 Travelling by bus is a little ..... (cheap) than travelling by car.

### 4 Compare each pair of items using *less* or (*not*) *as ... as* and the adjective in brackets. Make sentences you think are true. Then discuss your ideas with a partner.

**Example:** *owning a car / renting a car (good)*

*Renting a car is not as good as owning a car.*

- 1 public transport / private transport (convenient)
- 2 owning a car / renting a car (expensive)
- 3 cars in the past / cars today (safe)
- 4 big cars / small cars (popular)
- 5 riding a bike / riding a motorbike (dangerous)

### 5 Complete the sentences with the correct form of the adjective in brackets.

- 1 Which do you think is ..... (convenient), travelling by car or bus?
- 2 How could travelling around your home town be ..... (easy)?
- 3 What's the ..... (expensive) way to travel across your country?
- 4 What's the ..... (unusual) form of transport you've ever used?
- 5 Do you think walking is as ..... (healthy) as cycling? Why/Why not?
- 6 What's the ..... (far) you've ever travelled?

### 6 Work in pairs. Discuss the questions in Activity 5.

## Multiple matching (Part 2)

► EXAM FOCUS p.166

**1** Work in pairs. Look at the photos of homes in the two texts and answer the questions. Use the adjectives in the box to help you.

- 1 How are the homes different from and similar to each other?
- 2 How are they different from or similar to your home?

attractive brand new cosy energy-efficient  
modern peaceful tiny traditional

**2** What do you think a home exchange is? Why do people do it? Read the advertisement to check your ideas.



Do you want to see other parts of the world without breaking the bank? Then home exchange could be for you. You live in someone else's house while they live in yours, from a few days to a few weeks.

It's not just about saving money. It gives you a chance to see places that aren't on the tourist map and meet local people. Visit our home exchange website at [www.home-swapit.com](http://www.home-swapit.com). Just add a description of your home, explain where you'd like to stay and find your perfect match.

**3** Find expressions in the advert in Activity 2 that mean the same as expressions 1–6.

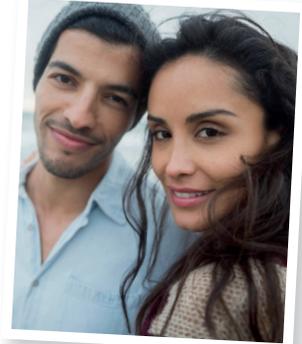
- 1 financial advantages aren't the only reason to do it
- 2 go to our homepage about exchanging homes
- 3 include details about what your home is like
- 4 between a long weekend and a month or so
- 5 you have the opportunity to visit locations that holidaymakers don't often go to
- 6 say what places you want to go to

### EXAM TIP

Don't match a person with a description because one or two words are repeated. Look for words or phrases which express the same idea

**4** The people below all want to exchange their homes for one in London. On the opposite page are advertisements for eight homes in London. Decide which home would be the most suitable for the following people. Underline the words in the descriptions which help you choose your answer.

- 1 Fernando and Manuela would like to be in a central location where they can enjoy views of the city centre. They are hoping to see several musicals. Manuela doesn't like cats.



- 2 Ben and Lynne want a house from which they can drive to places outside London and learn about how people used to live. Their two sons want to be able to play tennis and go swimming. They don't mind pets.

- 3 Claire and Tom have two young children. They are an active family who want to see both the countryside and central London. They don't have a car so will need to use other forms of transport.



- 4 Anne wants to learn about history of art and watch plays. She'd like a safe and peaceful home close to the centre. She has pets at home.

- 5 Andre and Lionel are flatmates. They want to go out dancing and try food from different countries. Taking regular exercise is important to them.



# Holiday home exchange

Enjoy a fantastic city holiday by exchanging your home with one of these fantastic homes in London.

## A Four-bedroom house

We have a lovely four-bedroom house away from the city centre. There's a **garage**, a **garden** and **antique furniture**. The location offers easy access to several beautiful historic places by road with a leisure centre and pool just ten minutes away on foot. We have a dog that needs looking after.

## B Small modern flat

I live on the top floor of an old **town house** in a busy street in central London. It's a small but very modern **flat** with **blinds** and **wooden floors**. There are lots of small art galleries nearby and a bus to Camden market. Just around the corner is a gym.

## C One-bedroom flat

I have a quiet one-bedroom flat upstairs on the top **floor** of a house in central London with good security. It's just two kilometres from the central cultural sites of London, including many theatres and galleries. There's a bus stop just down the road. I have a cat to feed.

## D Two-bedroom flat

We live in a large two-bedroom flat on the third floor of a block in the centre. There's a **balcony** from which you can see many famous buildings, and luxury **curtains** and **carpets** in all rooms. Several popular London theatres are just a short walk away. No pets are allowed in the building.

## E Large house

We have a big village house to offer just outside London. It's close to a large train station and Windsor Castle. We have a very large garden for you to relax in during the summer and an open fire to keep you comfortable in winter.

## F Two-bedroom flat

We live in a two-bedroom flat on the twelfth floor with **air conditioning**. Our central, luxury block of flats has a gym, a pool and a secure **entrance**. Walk around the corner to find local nightclubs and restaurants serving meals from around the world.

## G Cottage

We live in a **cottage** opposite a large forest with a beautiful lake where you can try different water sports. You can borrow our bikes to get around the area or take one of the regular trains to the city centre. There are two first-floor bedrooms and an **office** which can be used as a small bedroom.

## H One-bedroom flat

I have a one-bedroom flat with **central heating** and great views of south London in a quiet, safe street. You can try the European restaurants nearby or take a train to central London. It's close to Wimbledon tennis club and an hour from the coast. A spare **duvet**, a **blanket** and a **fan** are available.

5 Work in pairs. Which home from the website would you like to live in for a month? Why?

## Vocabulary

### House and home

6 Put the words in bold in the advertisement under the correct heading: *types of home, parts of a home or things you find in a home.*

7 Complete the sentences with words from Activity 6. Which sentences are true for you?

1 I'd prefer to exchange my home for a ..... in the city than a ..... in the country.

2 I like modern sofas and chairs, not .....

3 I'd rather sit out and enjoy the sunshine in a ..... than on a .....

4 I like wooden floors more than ..... on the floor.

5 I prefer to sleep under a woollen ..... than a ..... with feathers in it.

6 I'd rather have ..... to keep cool in summer than ..... to keep warm in winter.

8 Write a description of your perfect holiday home. Then read your classmates' descriptions. Which home would you like to stay in?

## Individual long turn (Part 2)

▶ EXAM FOCUS p.169

**1** Work in pairs. Look at the photos showing people learning different skills and discuss the questions.

- 1 What's happening in each photo?
- 2 What could you describe in each photo?

**2** ▶ 33 Listen to a student describing photo A. What does she describe?

**3** Listen again. Tick the adjectives that the student uses. Do you think these are less common than the unused ones?

huge silver-haired big colourful nice  
plain striped boring serious middle-aged  
bright new

**4** Which word in each pair below do you think are less common and so show a better level of English?

- 1 cheerful – happy
- 2 not new – experienced
- 3 helpful – kind
- 4 attractive – nice
- 5 comfortable – cosy
- 6 clean – neat
- 7 dull – boring
- 8 large – enormous

**5** Which adjectives in Activity 4 could you use to describe photos B and C? What other adjectives could you use?

### EXAM TIP

Try to use some less common adjectives when describing the photo. If you use a good range of vocabulary, you will get a better mark.

**6** Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. Note down some of the adjectives your partner uses to describe their photo. Do they help to show a good level of English?

**7** Work in pairs. Do you have any of the skills in the photos? Would you like to have them? Why/Why not?



## too and enough, so and such

► GRAMMAR REFERENCE p. 144

- 1 Work in pairs. What do you think a skills-swapping programme is? Read the article to check your ideas. What could you swap?

### Skills-U-Swap

Do you cook wonderful Italian food but need help with your computer? Do you need someone to look after a pet and in return you can drive them to the airport? Can you teach someone how to sew in exchange for learning how to paint? Then why not join a growing community of people on Skills-U-Swap.org to exchange a skill you have for a skill you want or need.

- 2  34 Listen to two people talking about Skills-U-Swap. Was each person's experience positive or not? Why?
- 3 Listen again and complete the quotes with the words you hear.
- I thought it was such a ..... thing to do.
  - My profile wasn't ..... enough for most people.
  - It was just too ..... to find someone to swap with.
  - Skills-U-Swap is so ..... and it came at just the right time for me.
  - I no longer had enough ..... to go home and feed my dog.
  - There are such kind ..... people on the site.
- 4 Look at the examples of *too* and *enough* in the sentences in Activity 3 and complete the rules with *before* or *after*.
- We use *too* ..... an adjective.
  - We use *enough* ..... an adjective or ..... a noun.



### LANGUAGE TIP

We use *too* and *not enough* to say we're unhappy about a situation.

*I'm too busy to cook for myself so I get takeaways. I don't have enough time to go food shopping either.*

- 5 Choose the correct words to complete the sentences.
- It's *enough* / *too* hard to find the time to share skills.
  - I don't have *enough skills* / *skills enough* to share with people.
  - My French is *good enough* / *too good* for me to teach others.
  - My cooking skills *are* / *aren't* good enough to share. I burn everything!
  - People say I'm *too* / *very* good at taking photos.
  - I'd love to help but I *have* / *don't have* enough time.
- 6 Look at the examples of *such a*, *so* and *such* in the sentences in Activity 3 and complete the grammar rules.
- We use ..... before an adjective or adverb.
  - We use ..... before (an adjective +) a singular noun.
  - We use ..... before (an adjective +) a plural noun or uncountable noun.
- 7 Complete each sentence with *so*, *such* or *such a*.
- Sharing skills is ..... great way to save money.
  - I've made ..... amazing friends by swapping skills.
  - You can't swap skills ..... easily in emergencies.
  - I have ..... relaxed schedule that I can swap skills.
  - It's ..... fantastic to get help with things you can't do.
  - Housework is ..... boring. Will someone do it for me?
- 8 Use the prompts to form sentences about your skills.
- Example: *Sharing skills is / so*  
*Sharing skills is not so useful for me.*
- Cooking is / *such* / *to do*
  - I get / *so* / *when* I
  - I'm not / *enough to* / *most days*.
  - I don't have / *enough*
  - Learning another language is / *so*
- 9 Work in pairs. Tell each other your ideas from Activity 8 and give reasons.

## Email (Part 1)

► **WRITING REFERENCE** p. 156 and p. 163

### 1 Work in pairs. Discuss the questions.

- 1 Have you ever done a language exchange where you teach someone your language and they teach you theirs?
- 2 What are the benefits of a language exchange?
- 3 What language would you like to learn, other than English?

### 2 Read the email from Marzia to Adam and Adam's notes.

- 1 Why is Marzia writing to Adam?
- 2 What four things does Adam want to include in his reply?



Hi Adam,

I saw on the Skills-U-Swap website that you speak English and that you'd like to learn Italian. Well, I'd love to teach you Italian if you can help me with my English. Could we do a language exchange next week? — *Yes, suggest a day*

We could meet at the library or go to a café. Which would you prefer? — *Tell Marzia*

What kinds of thing would you like to learn? — *Suggest ...*

Look forward to hearing from you.

Marzia

### 3 Read Adam's reply to Marzia. Does he include all the information in his notes in Activity 2 in his reply?

Hi Marzia,

It was great to get your email. I'd love to accept your offer of a language exchange. I think it'll be a fantastic way for us to learn.

I'm free any day next week. How about meeting on Tuesday at 6 p.m.? I suggest meeting in a café. It's not as quiet as the library so we can talk more easily. The one on George Street does amazing coffee.

I'm not exactly sure what I want to learn. Why don't we talk about it when we meet next week? You could email me your ideas though.

Looking forward to it!

Adam

### EXAM TIP

You must include all the information in the notes in your reply. If you don't, you will get a lower mark.

### 4 Find four suggestions in Adam's reply. What language does he use?

### 5 Complete the suggestions with the correct form of the verbs in the box.

give have spend start

- 1 Why don't we ..... with some grammar?
- 2 How about ..... lessons twice a week?
- 3 I suggest ..... each other homework.
- 4 We could ..... thirty minutes on each language.

### 6 Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you have used appropriate phrases for giving suggestions.

Read this email from your English-speaking friend Emma and the notes you have made.

From: Emma  
Subject: Skills swap

Hi,

Thanks for your email about helping me to sort out my computer problems. It'll be such a big help. — *Great*

I'll be really happy to teach you something in return. I'm very creative. What skill would you like to learn? — *Suggest*

When can we meet? I'm free most evenings and weekends. — *Suggest a day and time.*

Would you like me to bring my computer to you or would you prefer to come here? — *Tell Emma.*

Thanks so much again.

Emma

Write your **email** to Emma, using **all** the notes. Write about **100 words**.

**1 Complete the blog with the correct form of the adjectives in brackets.**

Speaking another language is one of the **(1)** ..... (useful) skills you can have but it can also be one of the **(2)** ..... (hard) to learn and it requires a lot of effort. People have tried many different ways to learn. In the past, people were **(3)** ..... (interested) in grammar than anything else, but these days people think vocabulary and skills are just **(4)** ..... (important). It's important to be able to communicate in the language and the **(5)** ..... (good) way to achieve that is to practise.

Everyone's experiences of language learning are different. For some people, writing in another language isn't **(6)** ..... (scary) speaking in it, but for others the opposite is true. Pronunciation is **(7)** ..... (easy) for some learners than others. Some foreign language speakers are frightened of making a mistake but for others, this is **(8)** ..... (important) than getting your message across. This is why it's important for learners to understand what their strengths and weaknesses are, so they can try to become better in all areas.

**2 Complete the sentences with the verbs in the box.**

fit go iron puts take trying

- I always fold my clothes carefully after I ..... them off.
- It's annoying when I buy something that doesn't .....
- I never buy clothes without ..... them on first.
- Does this shirt ..... with these trousers?
- I ..... all my clothes so I look smart.
- My sister ..... on the first item of clothing she sees in the morning.

**3 In which four sentences is the order of adjectives incorrect? Correct the incorrect sentences.**

- I bought myself a nice purple long scarf.
- Where are my expensive black leather gloves?
- I'm cold. Can I borrow that blue big woollen jumper?
- I've just bought a lovely silk white shirt.
- John wears those ugly white trainers every day.
- I'm going to buy myself a leather short black jacket.

**4 Complete the sentences with *too, enough, so, such or such a/an*.**

- It's ..... lovely day out there. Let's go out.
- There aren't ..... chairs for everyone. I'll stand up.
- The film was ..... amazing. I loved it!
- I can't believe I forgot your birthday. I'm ..... idiot!
- My phone's ..... big for my pocket so I have to hold it.
- The view from our hotel window was ..... fantastic!
- You're getting married? That's ..... great news!
- Our house isn't big ..... for more than two people.

**5 Match the words in the box to their definitions 1–9. Then tick the things that describe your home and what's in it.**

air conditioning antique furniture blind central heating cottage duvet entrance flat garage

- System that warms up your home
- A piece of material or pieces of wood that cover a window
- Old and often valuable tables, chairs, bookcases, etc.
- The place where a car is kept
- The door you go through to enter a building
- A small house in the country
- A large cloth bag filled with material or feathers which you put over you in bed
- System that keeps a room cool
- A home made up of some rooms in a larger building